Staffing EFL Programs in Saudi Arabia: Issues and Challenges

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ABSTRACT

Year after year, English-as-a-foreign-language (ESL) programs at Saudi universities are experiencing significant increases in student enrollment. The current staffing conditions do not accommodate the enrollment demands. ESL programs are having difficulties in retaining experienced native-speaking teachers and in hiring qualified substitute instructors. This study explores the current staffing status and language and translation departments at 7 Saudi universities, describes the staffing status in men and women's departments in terms of faculty numbers, faculty qualifications, faculty nationality, faculty teaching load, male and female student enrollments, total number of hours offered, numbers of sections offered, and section size; cause of faculty shortage; and how the faculty shortage is covered. Demographic data about faculty, courses offered, and student enrollment were collected. In addition, department heads and ESL coordinators were interviewed concerning the staffing needs, causes of faculty shortage, how the shortage is covered and hiring practices. It was found that women's departments are more under-staffed than men's departments. Understaffing is caused by the Ministry of Higher Education's open admission policy, lack of communication and coordination between department heads and decision makers, and insufficient communication channels between English departments and job applicants. Technology is not used by most universities in the job advertising and hiring processes. Job vacancies are not advertised on the internet, information about vacancies is not available online, e-mail is not used in correspondence, and no online interviews (teleconferencing) are conducted. Other factors include insufficient funding, university and government employment policies and regulations, inefficient manpower planning, lack of prediction studies, high competition in neighboring countries, limited sources, and others. The study recommends that the King Fahad University staffing model is followed by other universities, in addition to an outline of a recruitment plan to meet faculty supply needs for ESL programs and to increase the collaboration between departments and decision makers will be provided.

Keywords: *recruiting, staffing programs, supply and demand, faculty shortage, job searching, hiring faculty, employment policies, manpower planning*, recruitment plan.

1. INTRODUCTION

Many higher education institutions in many countries around the world witness an annual increase in student enrollment which requires more faculty supply to meet the teaching demands. For example, Gonzalez et al. (1997) noted Spanish enrollments in Spanish courses in colleges and universities, unexpected rising or declining enrollments, staffing imbalances, social and political influences on study of Spanish, enrollment management, enrollment implications in a small college, and the changing motivations of Spanish learners. In addition, the Modern Language Association (2002) asserted that an institution's use of a critical mass of full-time, tenured, and tenured-track faculty members provides a measure for judging the quality of undergraduate education. Therefore, recruiting and/or appointing

qualified faculty to meet the teaching demands is very important for ensuring that the students are receiving quality teaching and learning without any delay.

The staffing status of academic departments has been the focus of several prior studies. According to the Chronicle of Higher Education (CHE), teaching job openings in British literature, rhetoric and compositions, multi-ethnic, and American literature were available where demographics was highest in 2002. The market for Creative Writing instructors which experienced growth in the '80s & '90s as schools were starting and expecting Creative Writing Programs has slowed down as well. A few years ago, the market for scholars in creative writing was fairly robust as departments were expecting their creative-writing programs. Now many of those positions have been filled, and it is tougher to break into that field (Jacobson, 2003).

In addition, a review of the literature has shown numerous surveys and reports that focus on the staffing of academic departments in different areas of specialty. The most well-know of those is the MLA (The Modern Language Association) Survey which reported a sharp decline in faculty openings in English in 2002. The total number of entry-level jobs decreased by 17% in 2002 and there was a 19% decrease in the total number of academic job openings in 2001. Only 53% of the jobs advertised in the MLA's Job Information List (JIL) were at public universities compared with 60% in 2001. Many of the listings in the AWP (Association of Writers and Writing Programs) Job List and the MLA JIL were for temporary positions, and many listings were titled as "anticipated openings" or openings contingent on budgetary or departmental approval. There is an erosion of the tenure-track position as the norm for new hires in colleges and universities Montell, 2002; Anderson, 2002).

Another survey by the CAW (Coalition on the Academic Workforce) collected data about the staffing practices in eleven humanities and social science disciplines (English, foreign languages, linguistics, composition, anthropology, philology, history, philosophy, folklore, cinema studies, film studies, and political science) and found new evidence about the use and treatment of part-time and adjunct faculty, highlighting the decrease in full-time tenure-track faculty teaching undergraduate classes, which provide evidence of the second-class status of part-time and adjunct faculty in academia (Townsend, 1999).

The AAA's 1999 survey of anthropology departments revealed that over half of all anthropology instructors were full-time, tenure-track faculty, and the majority of the remaining faculty were either part-time contingent faculty or graduate assistants. The percentage of full-time contingent faculty was less than 6% (Terry-Sharp, 2001).

Furthermore, the ASA survey of sociology departments on contingent faculty examined the size, scope, costs and benefits of those supplementary faculty. It was reported that 61.9% of all sociology faculty were full-time in 2000/2001, and 38.1% were supplementary faculty. Full-time faculty were found to be stable, but student enrollments and supplementary faculty numbers were rising. The ASA report indicated that they teach 22.5% of the sociology courses and earn average salaries way below the CAW-recommended salary of $3000 per course (Spalter-Roth and Erskine, 2004).

Similarly, the American Philological Association's report revealed trends in hiring and staffing among classics faculty from 1997 to 2003: tenure-track hires, tenure granting, part-time specific, and non-tenure line faculty of all types (Masterson, 2002-2003).

In Benjamin's (2003) study, the majority of undergraduate instructors hold contingent positions, which include non-tenure-track part-time faculty and many instructional staff who lack faculty status, an increasing number of full-time non-tenure track faculty, and a good number of graduate student teaching assistants.

As in other countries, year after year, EFL programs at Saudi state universities are experiencing significant increases in student enrollment. The current staffing status does not accommodate the enrollment demands. EFL programs are having difficulties in retaining experienced native English-speaking faculty and in hiring qualified substitute instructors. 20 years ago, the pre-med division at KSU (females only) had 400 students and 24 native English-speaking instructors. In Fall 2003, it had 850 students and 7 instructors only. 15 years ago, I used to teach one section of a course with 20-25 students. In Fall 2003, I was teaching 5 sections of freshman grammar, with a total of 250 students. In Spring 2004, enrollment in the grammar course went up to 350 students. Most of the foreign language departments in Saudi Arabia have been witnessing an increase in their student enrollment and shortage in their faculty to combat this increase. Therefore, the present study aims to explore the current staffing status at English departments and language centers at seven Saudi state universities and institutions. It aims to: (i) describe the staffing status in men and women's departments in terms of faculty numbers, qualifications, nationality, teaching load, male and female student enrollments, number of teaching hours, total number of sections offered, and section size range and median; (ii) cause of shortage; (iii) how the shortage is covered; and (iv) the staffing status at King Fahad university of Petroleum and Minerals per se. It will also give some recommendations for filling the shortage and overcoming recruitment obstacles.

2. Setting the Standards

In this study, management of EFL programs is viewed as a human resource management that encompasses physical and human resources of students, faculty, and administrative staff, and involves the interrelationship between decision-making and resource management. The standards were based on the literature and specialist opinions. The lists of standards for managing the EFL programs and for recruiting faculty are given in the next section.

2.1 Standards for Managing EFL Programs

For an EFL program to run smoothly and effectively, it should meet the following standards:
1) The teacher-student ratio should be 1:20 and the median enrollment should be 25 students per section.

2) **Faculty** should at least have an M.A. degree. At least 50% of the instructors should be native speakers of English. The department hires non-native instructors who have studied abroad and should hire faculty specialized in courses offered by the department.

3) All courses should be covered. Specialized instructors should teach specialized courses. Classes should start on time every semester, i.e., first day of the semester. Each faculty teaching load should be reasonable.

4) The classrooms, language labs, computer labs, reading room, resource center, Internet connection, books, supplies should be sufficient and should accommodate instructors and the number of students enrolled in the department.

2.2 Recruiting Standards
- Instructors resign, retire, or transfer at least 6 months before the end of the academic year.
- Job vacancies are advertised early.
- Job vacancies are advertised in several ways locally and internationally.
- Job advertisements give sufficient information about the job.
- The Internet is used for advertising vacancies.
- Searching and hiring processes are fast and efficient.
- Department heads and decision-makers inside and outside the university communicate, coordinate, and plan collectively and efficiently.
- Departments and job applicants communicate efficiently and effectively.
- The pay scale and benefits are attractive to candidates and can compete with private institutions and neighboring countries.
- Faculty with good linguistic and professional competence are hired.

3.   METHODOLOGY

3.1   Subjects

Subjects of the current study consisted of 5 male College deans, 5 male vice deans, 17 male and female department heads, 10 male and female program coordinators, and 2 male directors at the Personnel Department. The sample of Department heads and deans and program coordinators was selected from the 7 institutions mentioned below.

3.2   Sample of Universities

Colleges of languages and translation, English Departments, and language centers at 7 state universities and institutes in Saudi Arabia were selected. Those included the following:
- The English Department at Um al Qura University (UQU).
- College of Language and Translation at King Saud University (KSU).
- College of Language and Translation at Imam University (IU).
- The English Department and Language Center at King Faisal University (KFU).
- College of Language and Translation at King Khaled University (KKU).
- The Language Center at the Institute of Public Administration (IPA).
- The Language Center at King Fahad University for Petroleum and Minerals (KFUPM).

3.3   Instruments

Face-to-face and telephone interviews were used with college deans, vice deans, male and female department heads, and program coordinators. Face-to-face interviews were conducted at KSU only. Telephone interviews were conducted at the other universities. The college deans, vice-deans, department heads, and program coordinators were asked open-ended questions about the following: (i) causes of understaffing; (ii) internal and external recruitment problems; (iii) supply problems; (iv) competition; (v) how faculty shortage is covered; (vi) recruiting procedures; and (vii) use of technology in recruiting.

3.4 Data Collection and Analysis

The author collected the following data from the sample departments at the sample universities under study:

1) **Demographic data** about faculty nationality, percentage of Ph.D., M.A. and B.A. holders, major, teaching load, courses they teach; the percentage of instructors who are native speakers.

2) **Student enrollment statistics** such as total enrolled in the departments, freshman students, section size, median enrollment per section, teacher-student ratios.

3) **Course Statistics** such as the number of ESP (English for Specific Purposes), GE (General English courses), linguistics, translation or literature courses offered by the department; total number of credit hours offered by the department; student enrollment per section; total number of freshman students; total number of students enrolled in the department.

The faculty demographic data, student enrollment statistics and course statistics are reported quantitatively using frequencies and percentages.

Responses to the interview questions were categorized into those related to causes of shortage, manifestations of the understaffing problems; how shortage is covered and the staffing status at KFUPM. Responses are reported qualitatively.

4. RESULTS

4.1 Current Staffing Status

Results of the data analysis showed that English departments and language centers at 90% of Saudi universities are severely under-staffed especially in the fall semester. Women's departments are less staffed than men's departments. Men's departments have more faculty with a Ph.D. degree, whereas women's departments have more faculty with a B.A. and M.A. degree (Al-Jarf, 2004a).

Table (1) Distribution of Male and Female EFL Faculty

	UQU	KSU	Imam	KKU	KFU	IPA	UPM
Male	25	62	49	61	16	37	100
Female	18	46	22	11	8	---	---

Acronyms: UQU=Um Al-Qura; KSU = King Saud University; Imam = Imam University; KKU = King Khaled University; KFU = King Faisal University; IPA = Institute of Public Administration; KFUPM = King Fahad University for Petroleum and Minerals

Table (2) Faculty Qualifications (M & F)

	UQU		KSU		Imam		KFU		KKU		IPA
	M	F	M	F	M	F	M	F	M	F	M
Ph.D.	80%	16.50%	43%	21%	49%	---	56%	37.50%	44%	---	11%
M.A.	16%	28%	47%	43%	12%	27%	31%	37.50%	46%	100%	75.5%
B.A.	4%	55.50%	10%	36%	39%	73%	13%	25%	10%	---	13.5%

Table (3) Faculty Nationality

	UQU		KSU		Imam		KKU		KFU		IPA
	M	F	M	F	M	F	M	F	M	F	M
Saudi	76%	89%	23%	48%	55%	82%	34%	---	31%	--	24%
Arab	12%	5.5%	56%	46%	39%	9%	63%	100%	50%	--	22%
Asian/African	4%	---	18%	4%	4%	9%	---	---	6%	--	3%
Native Speakers of Eng.	8%	5.5%	3%	2%	2%	---	---	---	13%	--	51%

Table (4) Teaching Load of Male and Female Faculty

	UQU		KSU		Imam		KKU		KFU		IPA	UPM
	M	F	M	F	M	F	M	F	M	F	M	M
None	8%	6%	6%	39%	16%	5%	10%	--	12%	--	10%	--
Below	30%	6%	69%	22%	39%	77%	8%	50%	19%	--	24%	--
Standard	62%	88%	27%	39%	37%	18%	82%	50%	25%	100%	76%	100%

Table (5) Total Student Enrollment (Male and Female Students Combined)

	UQU	KSU	Imam	KFU	KKU	IPA	UPM
GE	2071	8500	1275	1432		745	1800
Literature/Translation Major	1325	1568	603	1360	603	---	---

Table (6) Distribution of Students by Gender, No of Sections, Hours, Section size, Mdn Section Size

Dep.		Gender	Students	Sections	Hours	Section Size	Mdn
UQU	GE	M	725	17	34	8 – 50	50
		F	1346	50	100	35-64	55
	Lit	M	244	73	197	13-49	19
		F	520	85	229	20-53	39
KSU	GE & Esp	M	4925	115	--	up to 120	--
		F	3575	80	416	up to 80	--
	Trans	M	568	13	197	13-49	--
		F	1000	24	430	50-74	--
Imam		M	603	17	--	23-61	34
KFU	GE	M	1012	20	--	27-66	60
		F	420	7	--	60	60
	Lit	M	428	18	--	5-60	28
		F	932	24	--	12-94	45
KKU	Lit + ILP	M	1085	27	300	45-70	50
		F	2300	95	231	41-69	54
IPA	ILP	M	745	33	--	14-28	22
UPM	ILP	M	1700	55	440	25-30	26

GE= General English; ESP = English for Specific Purposes; ILP = Intensive English Program; Lit = Literature; Trans = Translation

4.2 Manifestations of the Understaffing Problem

The subjects reported that the number of specialized faculty with a Ph.D. in women's departments is very small, even non-Saudis. In some courses, the students had no instructor for 4-6 weeks. Four male instructors teach through closed circuit T.V. The university does not pay part-timers or faculty who teach extra hours over-time monthly. Some universities pay faculty at the end of the academic year, and in few cases after 4 years. Many departments cannot have summer classes for students who need to take summer courses because of lack of funds to pay instructors for the summer courses. Departments have language labs but the number of students per section exceeds the number of booths. Some female department heads and coordinators said:

Adela: *19 years ago, we had 24 language instructors in the pre-medical department. Whenever an instructor resigned, the administration would cancel her slot as an employee, and they were never replaced. The administration finds it easy to recruit part-timers. We reached a stage where we cannot even find part-timers. We do not receive applicants.*

Tania: *At the beginning of the semester, the department had 3 instructors in the pre-medical female division. Sections 1-5 did not have a schedule due to lack of instructors. Sections 6-10 took 10 hours a week instead of 20. No classes are taught in the first 3 weeks.*

Lara: *Part-timers are not allowed to teach more than 15 hours.*

Sofia: *External recruits arrive late, one month after the beginning of the fall semester.*

Khalida: *No classrooms are available even when the number of instructors is sufficient. Sometimes we have 80 and 120 students per classroom.*

Noha: *Girls study through closed-circuit T.V. and there is no room supervisor.*

Salwa: *We end up having graduates with poor academic level and after graduation, those go and teach in the schools.*

Khadeeja: *Every week the coordinator rebuilds the schedule whenever a new teacher arrives. She spends the whole semester changing and rebuilding the course schedule.*

Noura: *We do not have large classrooms for large numbers of students. We cannot test students in small classrooms. We have to borrow large classrooms for the in-term tests from other departments like Nadia's, switch students. We waste 4 days in testing the students the first in-term. It takes 2 days to test 5 sections (a total of 4 days per in-term). We need additional invigilators for those large classes. We need to prepare an additional test schedule for each in-term, which is an additional burden for the coordinator.*

4.3 Causes of Faculty Shortage

The factors that lead to under-staffing, as reported by the subjects, are reported in the following subsections:

1) Increasing student enrollment
- The number of high school graduates is increasing (Al-Jarf, 2004b).
- The Ministry of Higher Education has an open admission policy of freshman students to universities.
- Universities are forced to admit as many high school graduates as possible because parents and students complain in the newspapers and to the Ministry of Education.
- Departments usually set a quota for new freshman students, but Offices of Admissions at the universities do not usually abide by the department's enrollment quota. If they set quota at 120 new freshman students, the Council of Deans and University Council raise it to 160, not to mention transfer students and students admitted through social connections. It seems that the Ministry and universities officials care for quantity, not quality.
- The English language admission test has been canceled, as a result all student applicants are admitted without screening. This leads to large number of students registered in intensive language courses, ESP programs and the university general English language requirements (Al-Jarf, 2004b).

2) Low teaching load
- The teaching load is reduced for deans, department heads, coordinators, graduate students who are studying, and in emergency situations.

3) Supply problems
- It is difficult to find external recruits.
- The departments lose foreign faculty every year and the turnover is low.
- Emergencies such as unexpected resignations, department firing some faculty, some get sick, some have family problems, deaths, and female instructors on maternity leave.
- Departments lose Saudi faculty. Some move, retire, quit to start their own business or work in the private sector or to study abroad.
- Some colleges of languages are new.
- It is difficult to find internal recruits with a Ph.D. or an M.A. degree.
- Some Saudis work for few weeks, then quit.
- Universities do not have a long-term plan for preparing Saudi EFL instructors.
- Saudi male college graduates go for an M.A. & Ph.D. degree, but females do not.
- Sometimes external recruits arrive late and when they arrive cannot withdraw course from instructors and give them to her.
- It is difficult to find Muslim Native speakers who are specialized in linguistics to teach at UQU in Makkah.
- Some foreign faculty are interviewed and are given the job, but do not show up.

4) Competition
- Foreign faculty prefer to work in other Gulf countries such as the UAE and Oman or at private institutes because the pay, the benefits and job conditions are better.

5) Pay scale and benefits are not encouraging
- External recruits get a salary, tickets and a housing allowance or free housing.
- Ph.D. holders are paid 7500 riyals + 25% bonus in case of Americans. This is less than what they earn in their country.

- Part-timers who are locally recruited are paid on an hourly basis with no benefits: 100 riyals per hour for a B.A. holder, 150 riyals for an M.A. holder, 200 riyals for a Ph.D. holder.
- Internal recruits get a salary only. No leave with pay, no tickets, no housing allowance.
- Summer months are not paid.
- Departments cannot compete with other countries such as other Gulf States.
- It is difficult to find external recruits who are native speakers, because the pay in their country is better. Others, translate, sell handouts and books, and make good money.

6) *Insufficient funds (Financial Problems)*
- Universities depend on a budget from the government.
- Contributions and endowments go to the university general account. Procedures to take money out are complicated.
- Some universities pay part-times or over-time after 4 years.
- the Ministry of Labor cancelled hourly-pay system and started a flat-rate system.
- In the summer, they do not pay part-time.
- Saudi state universities are not allowed to charge students tuition (this is a national policy).
- Saudi state universities cannot reduce nor cancel students' allowance that the students get from the university (this is a national policy).
- Universities can take donations, but the money will go to the Ministry of Finance.
- The only solution is through the Community College because the students pay for their courses.

7) *Administrative obstacles*
- Lack of communication and coordination between department heads and decision-makers at their university and at the Ministry.
- Insufficient communication channels between English departments and job applicants wishing to teach at their departments.
- Recruitment documents go through several channels.
- Personnel Departments are slow in processing candidates' documents.
- Issuing a visa by Saudi embassies abroad takes a long time.
- To hire part-timers, departments wait for the University Rector's approval.
- The department head has no international phone line to call candidates, embassies abroad and follow up the candidates' papers.
- Instructors seconded from Egypt are not allowed to stay more than 4 years.
- For example, KSU hired 5 instructors from Algeria. Their paperwork was finished, but they arrived one month after beginning of the semester. They do not know why.

8) *University Policies and Regulations*
- Instructors who are currently working at the department are allowed to resign two months before the end of their contract, which corresponds to the end of the academic year.
- At some universities, the department head is not allowed to go abroad to recruit. The university sends someone who is specialized in Arabic or religion but not English to recruit.
- Part-timers who are locally recruited are not allowed to teach more than 15 hours.

9) Issues Related to Recruiting Methods
- Depending on word of mouth.
- Publishing job vacancies in local and international newspapers
- Visiting the TESOL convention job center.
- The Personnel Department is in charge of advertising vacancies for Saudi candidates.
- Job vacancies are not advertised on the university intranet, not on the internet such as Dave's ESL café.
- Information about vacancies is not available online such as the WATA website.
- E-mail is not used for correspondence between job applicants and recruiters.
- No online interviews (teleconferencing) are used. The IPA is going to use webcam to interview applicants.
- Inefficient manpower planning.
- Lack of prediction studies.
- Limited sources of recruitments.
- Insufficient funding for recruitment cost.
- Departments do not recruit early because hiring candidates depends on the interview.
- The Office of Admissions announces results of admitted freshman students late.
- Recruiting process might take 6 months.
- External recruits do not start the semester on time because their documents were delayed. Their procedures were completed in the summer, but they do not know why they were delayed. They were recruited in the summer.

10) Larger Environment
- Unstable situation in the Middle East especially after September 11.
- Blasts in Riyadh and other cities.
- Limited sight-seeing and limited personal freedom especially for women.
- Social and economic conditions.
- Um Al-Qura U cannot hire non-Muslim faculty. Non-Muslims are not allowed to enter Makkah.

4.4   How Shortage is Covered

The subjects reported that the language and translation and English literature departments and English Language Centers at the sample universities usually resort to temporary solution to the understaffing problem such as the following:
- Temporary local recruits (part-timers) with a B.A. degree.
- Hiring adjunct professor from other institutions.
- Having male professor teach female students through closed-circuit T.V.
- Recruiting some teachers from high schools.
- Recruiting instructors from India, Pakistan, and Africa because they are cheaper.
- Departments lower qualifications. They go for a B.A. instead of M.A.; look for non-native rather than native speakers, some are under-qualified linguistically and professionally, with no experience, with a major other than English such as psychology and sociology because they are native speakers.
- Raising the teaching load of some instructors.
- Merging classes. This results in large classes especially in English for Specific Purposes and General English sections.

- Reducing the ESP program hours (Al-Jarf, 1994).

Some female department heads and coordinators commented:

Abdullah: Some universities hire those rejected by another university or hire those who missed the interview.

Hussein: We get some teachers through the internet.

Mohammad: Some English native-speakers who are learning Arabic as a foreign language help out, but university does not pay them.

Ali: We suspend graduate programs and courses and use faculty for undergraduate levels.

Kareem: Take whoever applies, "we have no choice".

Sami: Faculty from other departments help out.

Nayla: We had to recruit Ahda although she proved to be unqualified in the interview and Fardows although she is old and the students complained about her. We recruited them to fill in a gap.

Abdul-Aziz: We hire faculty from India and Pakistan rather than native speakers from the USA, Canada, Australia and other.

Ahmed: Recruiting female B.A. holders lowers academic standards of department graduates and affects the educational outcome.

4.5   Staffing Status at KFUPM

The status of employment at KFUPM is ideal. The English Language Program has a stable freshman student enrollment of 1900 students, offer 5 ESP courses and 55 sections. The section size = 25-30 students. All 100 instructors are native speakers of English with an M.A. in TEFL. The teaching load is 20 hours per week. The pay, benefits and work conditions at KFUPM are good. Very few instructors resign. Job vacancies are advertised in American and British newspapers months before the fall semester begins. The dean goes to TESOL conference for recruitment. They receive many job applications. They have sufficient funds for recruiting instructors. KFUPM has a good geographical location near the Arabian Gulf.

5.   RECOMMENDATIONS

- The study recommends the following the KFUPM staffing model by other institutions.
- The Ministry of Education should change passing score in the schools.
- Departments should have a long-term staffing plan that depends on preparing Saudi faculty through encouraging students to go for graduate studies and get an M.A. and a Ph.D. degree.

- There should be a recruitment plan to meet teacher supply needs for EFL programs and to increase the collaboration between EFL departments and decision makers.
- Cancelling General English (GE) courses, and English for Specific Purposes (ESP) courses because students do not benefit from the. Colleges of Medicine and Science, Engineering and Computer science can take responsibility for teaching ESP to their students instead of the College of Languages and Translation or the Language Center.
- Admitting new students to the department once a year only.
- Offering courses for semester 1, 3, 5, 7 in the fall; and courses for semester 2, 4, 6,8 in the spring semester.
- Conducting prediction studies and getting statistics from ministry of Education and Admissions about the expected numbers of high school graduates and statistics from Departments at the universities about their admission capacity.
- The GE department for female students at King Saud University never had shortage because the coordinator knows in advance how many students and how many sections she will be having. Every semester the number of students in general English is almost the same.
- Seeking new financial resources, contributions and endowments.
- Educating the public so that they know the different departments have a certain enrollment capacity.
- All parties involved in faculty recruiting and student admission should be aware of the problem. A conference can be held to discuss faculty shortage, recruitment policies and strategies for improvement.
- Foreign faculty wishing to resign should submit their resignation letter early. Departments should advertise vacancies early and start recruiting early.
- Distributing the teaching load according to university regulations and managing the teaching schedule well.
- Using technology in recruitment. This includes online job advertising, creating an online job center, online CV submission, correspondence between department heads and job applicants, information about job vacancies, and using Skype, videoconferencing, messenger in interviewing candidates.

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